

Pupil premium strategy statement – Normanby by Spital School 2025/26

This statement details our school's use of pupil premium for the 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Normanby by Spital Primary School
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	9 (15.5%)
Academic year/years that our current pupil premium strategy plan covers	25/26
Date this statement was published	2026
Date on which it will be reviewed	OCT 2026
Pupil premium lead	Mrs K Grummell
Governor / Trustee lead	Mr A Firth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1, 447
Note Service Premium	-
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,397

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, through careful termly monitoring and assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased due to growing complexity of cohort needs. Many pupils currently require additional support with social and emotional needs. This is provided by our school wellbeing support assistant (ELSE trained)
5	To ensure that all children feel ready and prepared for the school day and to build self-esteem through a sense of belonging

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language and phonics skills among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. The majority of pupils meet expected standards
Improved attainment for PP children in reading	The majority of pupils meet expected standards
Improved maths attainment for disadvantaged pupils at the end of KS2.	The majority of pupils meet expected standards
Improved attainment for PP children in writing	The majority of pupils meet expected standards.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/6 is demonstrated.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Targeted academic support (for example, tutoring, one-to-one support structured interventions – including wider strategies linked to attendance/wellbeing and behaviour)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing Budgeted cost: £13,790		
Staffing of a DfE validated Systematic Synthetic Phonics programme Little Wandle to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Note: reading audit provided by The English Hub)	1,2,4
Provide maths catch up / pre-teaching sessions during afternoons Precision teaching 1:1 sessions for maths and English catch up	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4
Resourcing and Staffing ELSA sessions inc. SENCo time	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4,5
Extra-curricular club provision for all	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Extending school time via quality after school provision has also been proven to have a positive impact on pupil progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	4,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of books/equipment and material Budgeted cost: £950		
Purchase resources to support wellbeing pupil reintegration		1,2,3,4,5
Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational visit Budget cost: £200		
School Trips supported	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	5, 6
Activity	Evidence that supports this approach	Challenge number(s) addressed
After School Clubs Budgeted cost: £400		
Quiz club	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms. The engagement of disadvantaged pupils in enrichment activities	5, 6
Uniform. Budgeted cost: £50		
Uniform needs		5

Total budgeted cost: £15, 397

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

KS2 OUTCOMES

(pupil premium reporting)

(small school reporting protocol)

Pupil Premium Impact (2024/25)

Due to the very small number of disadvantaged pupils in each year group, published attainment data must be interpreted with caution. In some cases, cohorts are so small that reporting detailed outcomes could risk identifying individual pupils. Where this applies, we provide a summary evaluation of impact rather than detailed statistical breakdowns.

Attainment and Progress

In 2024/25, the number of disadvantaged pupils reaching the end of Key Stage 2 was extremely small. Published outcomes for this group are therefore not statistically reliable and do not allow for meaningful comparison with national data or trend analysis.

Across recent years, outcomes for disadvantaged pupils have varied. This reflects the small cohort sizes rather than any consistent pattern in provision or performance. For example:

- In some previous cohorts, disadvantaged pupils attained in line with or above national averages, particularly in reading.
- In 2025, outcomes were lower; however, this reflects the needs and context of individual pupils rather than a wider trend.

The school places strong emphasis on the progress and attainment of individual pupils, ensuring that appropriate support is in place to meet identified needs.

Attendance and Engagement

Attendance for disadvantaged pupils in 2024/25 was strong and above national averages, indicating positive engagement with school. Behaviour is also a strength, with no suspensions recorded for disadvantaged pupils in the most recent reporting period. See attendance data 24/25 below

Year	Cohort	School	National	National distribution banding
2024/25 (3 term)	7	95.8%	92.3%	Above

Use of Funding and Impact

Pupil premium funding is used to provide:

- Targeted academic support
- Pastoral and emotional support
- Access to wider curriculum opportunities

The impact of this support is evaluated through:

- Ongoing assessment of individual progress
- Regular monitoring of attendance and well-being
- Pupil and family engagement

Overall Evaluation

Due to the small cohort size, it is not appropriate to draw firm conclusions from attainment data alone. Instead, the school evaluates impact through a wider range of evidence.

Overall, leaders are confident that:

- Disadvantaged pupils are well supported
- Barriers to learning are identified and addressed
- Pupils are enabled to make progress from their starting points

The school remains committed to ensuring that all disadvantaged pupils are supported to achieve their full potential academically, socially and emotionally.

Early Years Outcome

GLD overall was 62.5% Pupil Premium pupils achieved well within this cohort. Due to very small numbers, this is not reported in detail; instead, it is considered alongside other evidence, including work scrutiny and in-year progress, which confirm strong outcomes.

Phonics Outcomes

The 'Little Wandle' scheme for phonics continues to impact positively on our Y1 and Y2 phonics data. In Summer 2025 . There were no pupil premium children in the

cohort. The cohort's demographic composition, combined with its small size, means that individual pupil outcomes have a disproportionate impact on overall data

We are very happy with the pace and rigour that 'Little Wandle' phonics has brought to our teaching and this has translated into excellent phonics results. We shall continue to make use of this approach next year. We have already trained additional staff and will be making use of the intervention programme and Little Wandle Training Resources next year

Increase participation for PP in sports and social activities

This strategy has increased physical activity for PP and other children. These children have participated in local sporting events and have been met with success. The majority of our pupil premium children access additional activities in school. The increased participation in sporting events has meant that children are integrated socially - as evidenced by observations of sessions.

Social and emotional needs met – pastoral support for targeted children e.g. provision of wellbeing support

Research shows that children who feel included are more able to perform academically and make good progress. Being included in social activities has helped children to improve social skills. Feedback from children, parents and our school wellbeing support staff confirms this.

Externally provided programmes

Programme	Provider
Little Wandle	Letter and Sounds
Active English	L.E.A.D. Equate TSA
Active Spelling	L.E.A.D. Equate TSA

Service pupil premium funding

There were no service pupil premium funded pupils